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SANDRA DEE JAMES DARREN CLIFF ROBERTSON in the Columbia motion picture based on this work.

GIDGET

"Touching and entertaining"

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"GIDGET makes the grade"

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GIDGET

3 act comedy by Frederick Kohner. Cast 8 m, 7 w, plus as many extras as desired. One set.

DICK CLARK especially recommended the motion picture version of this fresh, happy, and colorful comedy that starred Sandra Dee as "The Gidget" and James Darren as the rather unusual boy whom she encountered during a *most* unusual vacation.

The title comes from the nickname given to the girl – a girl who happens to be a little on the small side. "It's derived by osmosis" the boy explains "A small girl. Sort of a midget. A girl midget. A gidget!"

BEN HECHT called Gidget "A bright sister to Catcher in the Rye" while the LADIES HOME JOURNAL considered her "A fresher Francoise Sagan." THE HOLLYWOOD REPORTER reports that Gidget "Leaves you enlightened and reassured as well as entertained," while the STANDARD called Gidget "Refreshingly different."

The leading critics were almost unanimous in their enthusiastic praise of this clean and fresh teen age romance.

The Story of The Play

This refreshing comedy is about a delightful young girl who wants to grow up in a hurry. The single set is a small cove at Malibu Beach in California. At one side there's a small beach hut, and at the other side, a suggestion of a few rocks. That's all there is to it. As the curtain rises, the summer is clearly over. "Gidget" inspects the deserted scene and then starts writing everything she can remember - so that she'll never forget this last summer. As she writes, her thoughts become audible. The light goes out on Gidget, and the lights come up on the boys. It's midsummer now, and they're excited about the wonderful surf! Suddenly their attention is caught by Moondoggie's rescuing someone from drowning - and then he comes in carrying "Gidget" in his arms. Gidget is so happy to be alive and so impressed with her rescuer, Moondoggie, that she refuses to take his advice to "hurry home to Mamaville." They accept her as a sort of mascot—all of them, that is, except Moondoggie (and unfortunately Moondoggie matters the most). The boys are planning a big beach party, a coloriul "luau" to which they're inviting their girls. Gidget is heartbroken to find that she isn't invited. She appeals to "The Great Kahoona," a sort of unofficial king of the beach. She's so eager, he tells her she can come. When she arrives, Moondoggie is furious. He starts a fight with Kahoona and for the first time, Gidget experiences the incredible surprise of realizing that she matters to these boys—that she's the cause of this battle. As the play builds to an exciting climax, we see that Gidget has come of age! The New York Times called this comedy both "touching and entertaining."

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AS HAS been our pattern since the founding of our organization, each year in one of the issues of Dramatics we list the Best Thespians of the previous school year. The purpose of this listing is to encourage all Thespians to strive for this national recognition. We believe

strive for this national recognition. We believe the listing has done just that.

However, what proved to be an excellent idea when this listing was first published (in very early issues even photographs were included) has now become a real problem due to our spectacular growth. With only 500 or even 1000 affiliated schools, the list of names took only several pages of one issue; but with over 2000 affiliated schools and more to be added in the next ten years, the listing now over 2000 annated schools and more to be added in the next ten years, the listing now requires too many pages. Thus this year's listing in the magazine may well be the last.

Growth is our aim, but with growth comes change. Even our procedures today cannot be-

come permanent patterns for tomorrow.

CARL Marder, Sponsor, Troupe 1607, Weatherford, Texas, Sr. High School, speaks out for the speech choir in his article Something Old—Something New.

HARLES L. Trumbo continues his series on nationally known community theaters by featuring in this issue the Kalamazoo Civic Players of Kalamazoo, Michigan.

PROF. B. M. Hobgood stresses *The Popular Arts* in his series, Introduction to Entertainment. He presents some very interesting statistics about teenagers' likes and dislikes, and stresses his own definite opinions about the popular and the fine arts.

DR. Earl Blank includes in his Plays of the Month the following plays: Harvey, Jenny Kissed Me, The King and I, and Who Killed Cock Robin? – all good plays worthy of your consideration for production this school year.

HARLES L. Jones,, editor of Best of Broadway, selected for your enjoyment and in-formation the nationally known musical comedy, The Music Man. I agree with him that this musical, like My Fair Lady, will become very popular for amateur production by our member schools.

PROF. Willard Friederich continues his re-I views of short plays which originated in the October issue. Here indeed is a list of one-act plays recommended to you by Prof. Friederich for assemblies, nights of one-act plays, and plays for both festival and contest.

DUE to the illness of Frieda Reed in early September, her article on Children's Theater had to be omitted in this issue. However, the Children's Theater department will be resumed in the December issue.

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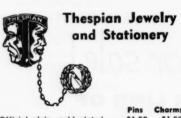
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that we do not have to listen. We hear without any effort on our part to listen.

Thus to me live theater is in competition with television not so much with the caliber of show, superb performances, beautiful sets, but with the spoken word. How often have you heard the criticism: "Why should I go to the play; you cannot hear them"? Not a word about the set, the costumes, the blocking, or the staging.

play; you cannot hear them"? Not a word about the set, the costumes, the blocking, or the staging.

But you, the director, say that you can understand every word! Do you? Or have you heard the lines spoken so often during the five or six weeks' rehearsals that you know the lines so well that you assume you hear them? I'll wager that you could read lips of the members of your cast by dress rehearsal. Thus you must eliminate yourself as a listening judge. Rather, invite adult members of your faculty to sit through the last week's rehearsals. They will tell you frankly whether or not your cast is speaking well their parts.

The commercial theater is just as guilty as the amateur theater, if not more so. I have often sat through a number of Broadway plays—and I had a good seat—hearing only about fifty per cent of the lines. Maybe that is why musical comedies are so successful, for in most cases you can hear the music and the singing. "Live" theater will not remain alive long if the audience misses too much of the spoken words.

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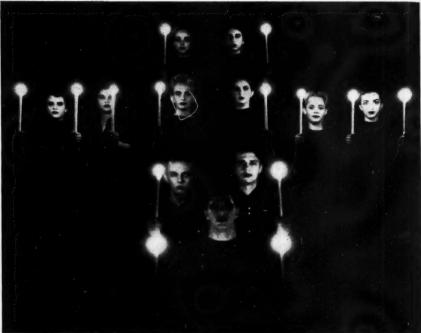
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Credit: Dennis Norton, Weatherford, Texas Verse choir narration for an Easter program, Troupe 1607, Weatherford, Texas, Senior High School, Carl Marder, Sponsor

SOMETHING OLD — SOMETHING NEW By CARL MARDER

"THERE'S nothing new under the sun" are words of wisdom and truth, and certainly we who are working in the realm of dramatic arts are constantly aware of the fact – the same plot appears in play after play – and, all too often, productions are only carbon copies. Yet, we still strive to be new, creative and original.

Our high school decided to compromise on the fact that there's nothing new and try one of the oldest forms of drama,

but put a new face on it - the speech choir.

Early last September, we organized a speaking choir on a similar basis one would organize a singing choir. We met after school twice a week and began with twenty-five members. Knowing nothing could last twice a week all year without extreme enthusiasm, we started out with big plans to strive toward perfection, performing only three times a year, but doing an outstanding and startling job these three times. We worked forty to fifty hours on each selection we chose, and no selection was more than ten minutes long. We began by experimenting with the human voice and finding not only idea, but mood and emotion, could be projected through vocal sound. We added some movement and always kept in mind the dramatic appeal to the eye as well as the ear. Working realistically as well as experimentally, we achieved success.

We decided to have costumes, or uniforms. Not wanting to be too traditional or confined by what everyone else had done, we chose black dance skins and leotards. From time to time we added a touch of design to these basic black outfits to aid the selection, such things as capes, top hats, etc.

For our Easter production, our speech choir took positions to form a cross. When we did James Weldon Johnson's *The Creation*, we worked in the abstract and on five odd levels.

Voices were divided differently for each selection because we realized that voices are not solely "high," "low," or "medium."

The greatest asset we feel we attained is that which all students of drama seek — training and experience. Now, this sounds simple, but the training and experience which we gained was controlled and disciplined. Vocal training came, dialect errors disappeared, and voice and breath control and power were achieved. The same happened with movement and body control. Students' timing was improved.

EIGHTEENTH SUMMER

Comedy 3 acts

By BERNICE MARTIN

6 MEN 6 WOMEN

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ROYALTY \$25 — \$20 Life becomes complicated for Molly when her distant cousin, Jeannine, becomes her houseguest for the summer. Jeannine confides to Molly that she is recently married to a young man in the Air Force, and that her father has sent Jeannine to stay with Molly's family in the hope that a wholesome life with a normal small-town family will cure her of what Father considers an ill-advised marriage. Jeannine breaks up the love affair between Molly's best friend, Judy, and Duncan, the boy next door, with whom Molly herself is secretly but hopelessly in love. Jeannine is instrumental in involving Duncan, and Sandy, who is staying with the Duncan's family for the summer, in a hit-and-run automobile accident. Sandy's intelligent manner of handling the crisis brought on by Jeannine's lack of principle regarding the accident makes Molly begin to see the people around her in a more realistic perspective. The conflict of character makes the story amusing, but there is an underlying seriousness as Molly wrestles with conflicting loyalties and the dawning knowledge that assuming adult responsibilities is a more complicated business than she had realized. A fine, realistic play for high schools, in which all the characters are in their teens, the adults never appearing on stage.

Comedy 3 acts

TOMBOY WONDER

By WILLIAM WALDEN

Mary Turner, a shy, plain-looking girl of 17 who never dated a boy and whose favorite attire is bluejeans, reluctantly obeys her mother's dictum one evening to "dress up the works." Transformed by pretty clothes and makeup, she strongly attracts her secret heartthrob, George Meissner, a football star who has been courting her older, more popular sister, Fluff. That same evening, after taking a cold medicine mismade by the local pharmacist, Mary becomes a female Samson - for how long, nobody knows. Mrs. Turner tries desperately to keep this quiet, but it leaks out. Mr. Turner, who always wanted an athlete in the family is delighted; Fluff simmers with ill-concealed jealousy; the high school wrestling coach asks Mary for an assist, and the whole town becomes agog. Then the news is picked up by a wire service, and repercussions spread: Mary is asked to pose for Life, break the women's record for the javelin throw, and wrestle an alligator in Key West. Despite her fame, Mary is miserable because she and George have split up after a tiff over male vs. female athletes. It seems Mary will regress from tomboy to freak, but disaster is narrowly averted, largely through Mr. Turner's common sense, and life at the Turner house returns to normal bedlam.

3 MEN 4 WOMEN

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Donna Youmans

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Barbara Sims

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139 Eldon DeWeirth

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INCRODUCTION TO ENTERTAINMENT, ARIZ.

The Popular Arts

By B. M. HOBGOOD

HAT do the young people of America prefer in entertainment today?

A study made this year of typical high school and college students gave some interesting answers to this question, some of which confirmed usual assumptions and some of which raised further ques-

It was confirmed, for instance, that these young people accept movies as their favorite form of entertainment, but that they spend much more time watching TV. Television claims four times as many of their leisure hours as does motion pictures, listening to popular music occupies three times the same number of hours, and sports activities take twice as much of their time. The group studied spends up to ten hours a week on various kinds of informal entertainment.

These results were expected, although the average amounts of time spent were unknown. We didn't know the typical teenager spends sixty hours a week on entertainment, but the total seems reasonable. The survey bears out an earlier guess that the college students have less leisure time, as they were reported having forty-five hours for entertainment

A mild surprise shown in the study was that teenagers (who overwhelmingly favor Rock 'n Roll) prefer featured vocalists in popular music performances, while the college student (who likes jazz almost as well as Rock 'n Roll) would rather hear strictly instrumental arrangements of favorite songs. A more significant revelation was the report that this group considers TV the most important form of entertainment, but feels the theater and films offer a consistently higher standard of quality.

Long examination of this study resulted in the conclusion that young people today are more realistic, less sentimental, and more difficult to impress than their parents were at the same age. Then why do we also find them confused about what they like, what is best, what is most important?

It is probably because they are being asked about entertainment. Very few people of any age think seriously about entertainment, tending to accept or indulge it unquestioningly. Actually they know very little about it and, as a result, have confused opinions and evaluations.

A collector of typical audience opinions would have an amusing welter of careless, off-handed remarks which mean almost nothing since they are so obviously in conflict with actuality. For instance:

People will say a show was "impressive"-when it was only big and loud. Or they will say it was "realistic"-



Porgy and Bess is cited as "one of the most exalted works in modern drama" which is passing from a minor status as only a fine example of Popular Art to the more lasting recognition accorded examples of the Fine Arts. The picture is from the Samuel Goldwyn film, starring Sidney Poitier and Pearl Bailey (left).

when only scenery and properties re-

sembled reality. And they will say –
It was "tragic" – when it was only sentimental.

It was "beautiful"- when it was only pleasant.

It was "original"- when it was only surprising.
It was "clear"— when it only made one

point.

It was "profound"-when it was only hard to understand.

It was "truthful"- when it only stated the majority view.

It was "religious"—when it was only

based on a Biblical story.

It was "perfect"—when it only had

no obvious mistakes. It was "the greatest"—when it was only this year's best.

These typical reactions show an extreme confusion between quality and appearances. They show too a gullibility which associates merit with admirable story or content, and a feeling that one should praise when actually the show simply provided a satisfying identification experience. Yet all of us know that fine appearances don't equal quality necessarily, just as we know that things which personally satisfy us are not therefore the best.

The fullest enjoyment and the most sophisticated response to entertainment is what we have called the admiration response: an informed and alert realization of what is being done, how, and why. The person who responds to entertainment in this way is seldom confused in judgment. His eyes and ears are open, his mind is open, and his feelings are sensitive to the best. He understands the pleasure of his own identifica-

tions, but doesn't feel he must defend them by praising which stimulated that pleasure. Finally, he knows something about the principles of entertainment and its various media.

Such a spectator is a realist truly. One of the first things he realizes, after just a little thought about entertainment, is the difference between the Popular Arts and the Fine Arts.

The Popular Arts are the most familiar types of entertainment. They include today the Mass Media (movies, television, radio, popular music) and other forms of amusement which present stories, music, dance, and drama. The Fine Arts include literature, painting, sculpture, architecture, "classical" music and dance. They are not generally familiar, or even available, to the public.

The Popular Arts are literally the arts of the people. Therefore a Popular Arts product is made to gain the approval of a huge audience. Its purpose is to stimulate full enjoyment almost immediately; in other words, it is easy to like.

By contrast the Fine Arts do not seek immediate or wide appreciation. Only an informed spectator, who is familiar through frequent experience of Fine Arts products, will be able to give a completely sympathetic response to them. Even then such a spectator may fail to

enjoy a significant new approach to art. The purpose of the Fine Arts is to make a complete expression of an idea or feeling through the medium of the art. Whereas the Popular Arts product must succeed almost immediately with millions, the Fine Arts product needs only enough support to encourage its creator - who can afford to wait for

(Continued on Page 23)

Lighting Fixtures

By JOEL E. RUBIN

HEATRICAL lighting fixtures start with the light source, usually the incandescent lamp. The most common variety of incandescent lamp is of course the household or "general service" lamp, available in wattages from 25 to 150 watts. Incandescent lamps used on the stage range in size from such general service lamps to the special spotlight and floodlight lamps of 500, 750, 1000, 1500 and 2000 watts, and on special occasion as high as 3000 watts.

Of course it is possible to take an ordinary incandescent lamp and make a rudimentary lighting fixture . . . everyone is familiar with the process of adapting a large size tin can for this purpose. But it will be soon found that the equipment is neither adaptable nor efficient, dependable or safe. One turns rather quickly therefore to commercially available stage lighting fixtures which are designed and engineered with just such aims in mind. It is found, for instance, that with a specially-designed reflector placed behind the incandescent lamp, the amount of light produced by the unit may be doubled. And in still other cases, by placing a reflector behind the lamp and a *lens* in front of it, the intensity of the light may be further increased. In addition to simply increasing the intensi-ty of the light, the addition of lens and reflector elements also yield greater control and flexibility over the unit. Such a unit can be spotted or flooded, allowing accurate focusing of the beam of light. In general, most stage lighting fixtures with lenses are capable of being spotted or flooded, while most fixtures without lenses serve efficiently only as floodlights.

Even between commercially-designed lighting equipments there will be many differences between the various manufacturers. How is one to determine what constitutes a safe, well-designed, flexible lighting unit? Here is a beginning rule to follow: Do not use and do not accept for use any item of electrical lighting equipment that is not specifically approved by the Underwriters' Laboratories. This approval is contained in a master Underwriters' Laboratories catalog revised bi-monthly and called the "Electrical Construction Materials List." Underwriters' Laboratories have tested spotlights, switchboards, plugs, cables, striplights, and countless other stage electrical items which make up a complete lighting installation. Some of these have been found acceptable for theater use and others not. The U.L. listing for an article of lighting equipment means that the article was found suitable and safe for its intended theatrical purpose. In purchasing any item of equipment,

FRAMING DEVICE LENS SYSTEM (ONE OR MORE ELEMENTS) HEAT-ABSORBING GLASS CONDENSING OBJECTIVE LENS SLIDE SYSTEM g SLIDE d MASKING

Optical characteristics of stage lighting equipment: a. Ellipsoidal-reflector spotlight. b. Fresnel-lens spotlight. c. Plano-convex-lens spotlight. d. Scoop-type floodlight. e. Parabolic-reflector floodlight. f. Striplight: (1) reflector with general service lamp; (2) reflector lamp; (3) glass roundel; (4) sheet style color medium; (5) spread lens roundel, plain or colored. g. Lens-type scenic slide projector. h. Lensless type scenic slide projector (Linnebach type). Reproduced by permission of the Illuminating Engineering Society from the I. E. S. Lighting Handbook, 3rd edition, New York, 1959.

therefore, make the acceptance of that article conditional upon that item being U.L. approved, and make the manufacturer state in writing that the item is U.L. approved.

In the two drawings which accompany this article are shown the basic stage lighting fixtures, the wattages commonly employed lighting the school stage, and the optical characteristics of the fixtures.

The ellipsoidal-reflector spotlight is used for frontlighting of the stage acting areas from the auditorium, and frequently for other lighting effects behind the curtain. Accurate framing devices are an integral part of the unit, so that the overall size and shape of the light beam may be altered. The ellipsoidal-reflector spotlight is the most efficient of the types in normal use. A glance at the optical diagram will show that the lamp in this unit is designed to burn in a base-up position. Like all lighting fixtures designed for theatrical purposes, a color frame holder is provided for the purpose of receiving gelatin color filters or the

newer longer lasting plastic color filters

The Fresnel-lens spotlight is used to light stage areas behind the main curtain A focus slide is provided at the bottom of the unit so that the lamp may be moved within the housing thereby caus ing "spotting" or "flooding" of the light beam. The optical characteristics indicate that the fixture is designed for the lamp to burn base down or horizontal

The plano-convex lens spotlight pre ceded both the ellipsoidal-reflector and Fresnel-lens spotlights in development but since it is less efficient and less vers tile than either of those units, it has tended to find less use in modern instal lations. Occasionally, however, for cre ating a small diameter spot of light certain projection and other effects, the plano-convex spotlight will be of con siderable value.

The scoop floodlight provides a broad diffuse field of illumination. It is use for lighting of backdrops, door and win dow backings, and at times to achiev

(Continued on Page 22)

The Kalamazoo Civic Players

By CHARLES R. TRUMBO and POLLYANN

ALAMAZOO, Michigan, located midway between Detroit and Chicago, is one of the state's fastest growing communities. Founded in 1826 it was early settled by Holland imigrants, and a large part of the population is still of Dutch background. Industrially the city has for years been a center of the paper industry; however, the phenomenal growth of the Upjohn Pharmaceutical Company and the influx of other manufacturing concerns have given the town widely diversified industries.

Three colleges, the Western Michigan College of Education, Kalamazoo College, and Nazareth College give a fine educational and cultural background for not only the "live" theater, but for the symphony orchestra, the Junior Symphony Orchestra, Art Institute, and many other cultural and entertainment projects. Thus it was only a matter of time before a civic theater became an essential pillar in the growth of the community.

Around a nucleus of three ex-stock company players of the defunct Wright Stock Company, Arthur Kohl, Howard Chenery, and Frances Hall Kohl, a mixed troupe of amateurs and professional theater personnel initiated nine shows at the Lincoln Auditorium in the summer of 1929. The first play presented by this group was *New Toys* on July 24. Thus the Kalamazoo Civic Players was born although this title was not official until the 1930-31 season.



Hamlet, Kalamazoo, Michigan, Civic Players

The organization prospered even during the trying days of the depression of the 30's. One of its generous benefactors was Dr. W. E. Upjohn of the Upjohn Pharmaceutical Company, who built for the people of Kalamazoo a new civic auditorium, now located at Park and South Streets. The Civic players now had a permanent home. This theater, according to Bram Nossen of the New York Times, was the loveliest and best equipped theater in America.

In addition to the presentation of plays throughout the regular season, the Civic Players embarked into new fields: Radio, Players Workshop, The Spotlight (a professionally composed theater program), Children's Civic Theater, Playwriting, and Photography. Under capable leadership and professional directors and technicians, the Civic Theater grew to undreamed heights of its founders. With

an estimated membership of nearly 2000, with over 267 productions this community theater has become nationally known for its excellent selection of plays, its superb performances, and in outstanding work in Children's Theater. The city of Kalamazoo can be proud of its civic theater, which continues to bring annual live theater for their enjoyment. Here is indeed theater off Broadway. Only by high school theater, college and university theater, and community theater can "live" theater be kept alive in the so-called "sticks."

Probably the true value of amateur theater is best expressed in the following words of the late Dr. Allen Hoben, the first president of the Civic Theater's Board:

"Some evening you will come here weary of the humdrum. I do not mean in revolt, but deflated. Your daily round, however well done, in office, school, or home, will seem a bit flat. Somehow there ought to be more zest, more range, more emotional warmth in the life of even an average citizen in Kalamazoo.

"To be sure, there are always many funny things on the margin of experience, but they too seldom break out into healthy laughter. In sadness too one needs vicarious help, as in all of the odd fate that spells comedy and tragedy for us mortals.

"In the spirit of the amateur, and without regard for class or status, literally
scores of players unite here to banish for
an hour or so the weariness of which I
have hinted and which is incident to our
highly organized society. They find no
end in this form of self-expression, and
the total effort by which they awaken to
renew the illusion of the stage and so
interpret life is very considerable. On
both sides of the footlights your partnership is invited in this enterprise that
enriches our community."



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THE HAPPIEST MILLIONAIRE

Service Jan

NO TIME FOR SERGEANTS

TALL STORY

VISIT TO A SMALL PLANET

THE MAN IN THE DOG SUIT

DEAR DELINQUENT

CLOUD SEVEN

A YOUNG LADY OF PROPERTY

THE DANCERS

THE CURIOUS SAVAGE

THE TEAHOUSE OF THE AUGUST MOON

I REMEMBER MAMA (High School Version)

GRAMERCY GHOST

JUNIOR MISS

Heast 38th street New York City 16

IT HAPPENED THIS WAY (new)

HER MAJESTY, MISS JONES (new)

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Best of Broadway

By CHARLES L. JONES

TEXT month Meredith Willson's The Music Man will embark on its third year as one of Broadway's top musicals not only in popularity but in longevity. During its fabulous two-year run The Music Man has captured the hearts of the critics and the American public alike and succeeded in winning the coveted Drama Critics' Circle Award as the best musical of the 1957-58 theater season.

Numerous more spectacular, more expensively staged, and more pretentious musicals have opened and closed on Broadway since The Music Man premiered at the Majestic Theater on December 17, 1957. The secret of this musical's continuing box-office success is not hard to analyze. It is the story of simple people, warmly and humorous told against an authentic background of real, old-fashioned Americana.

Born out of the imagination and memory of Meredith Willson, who not only wrote the book but also the music and lyrics of the musical, The Music Man reveals his affection and sentimentality for the people, places, and incidents which occurred, or could have, when he was a boy of 10 in Mason City, Iowa.

The plot of The Music Man concerns the adventures of a dishonest, fast-talking travelling salesman with a winning personality who is out to make a fast buck by duping the simple folk in small midwestern towns. His favorite and most profitable scheme is establishing boys' bands with the promise he will teach



Barbara Cook as River City's beautiful librarian in The Music Man, finds it diffi-cult to resist the charms of Professor Harold Hill, played by Robert Preston.



Stepping high to a ragtime tune in a scene from **Music Man** is Marcellus Washburn (Iggie Wolfington) and Prof. Harold Hill (Robert Preston).

their members to play. Once he collects a tidy sum for flashy uniforms and beau-

tiful, new instruments, he skips town.

Arriving in mythical River City, Iowa, on July 4, 1912, the crafty salesman passes himself off to the townspeople as an accomplished musician by the name of Professor Harold Hill and immediately sets in motion his boys' band scheme. When he discovers the local poolhall is installing a new billiard table, he finds his opportunity to "get his foot into the door" for the big sale.

By plunging energetically into his first big song in the musical entitled "Trouble," the Professor stirs up the citizenry to a course of action by outlining the perils the billiard table may hold in demoralizing the youth of River City. The professor's point of view is wholeheartedly embraced, and, in no time at all, the citizens are convinced they need a boys' band. That night at a Fourth of July celebration in the Madison High School gym the entire populace of River City gives vent to its enthusiasm for the band in the biggest production number of the musical by wildly parading around the gym playing imaginary musical instruments while Professor Hill belts out the now famous hit song, "Seventy-Six Trombones.

Once assured of his scheme's success, the Professor's attention is soon diverted to the town's beautiful and virtuous librarian, Marian Paroo, whom he eagerly pursues right up to the very doorstep of her home. Considering the professor only a "common masher," Marian will have nothing to do with him at first; however, Mother Paroo insists he may be her "last chance" for a husband and admonishes her for setting her standards too high in a clever and very humorous novelty song entitled "Piano Lesson" whereby the ladies speak every word in their heated discussion of the professor in the exact rhythm and pitch of every note played in a piano exercise being practiced by a small child.

In two of the musical's loveliest ro-mantic ballads, "Goodnight, My Some-

BROADWAY LINE-UP

FLOWER DRUM SONG (St. James), musi cal drama LA PLUME DE MA TANTE (Royale), re-

view, Robert Dhery.

MY FAIR LADY (Hellinger), musical comedy, Edward Mulhare, Pamela Charles.

RAISIN IN THE SUN (Barrymore), drama, Sidney Portier.
GYPSY (Broadway), musical comedy, Ethel

DESTRY RIDES AGAIN (Imperial), musical comedy, Andy Griffith, Dolores Gray.
MAJORITY OF ONE (Shubert), comedy, Cedric Hardwicke, Gertrude Berg.
MUSIC MAN (Majestic), musical comedy, Robert Proteon.

Robert Preston. REDHEAD (46th St.), musical drama, Gwen

SWEET BIRD OF YOUTH (Beck), drama, Paul Newman, Geraldine Page, Sidney Black-

MARRIAGE-GO-ROUND (Plymouth), com-edy, Charles Boyer, Claudette Colbert.

one," and "My White Knight," Marian secretly expresses her yearning to be loved by an ideal man she is yet to meet, In a short period of time, however, Marian is beguiled by the Prince Charming personality of Professor Hill and finds herself falling in love with him despite herself. While the professor considers love merely an entertaining and frivol-ous pursuit which he analyzes in the song, "The Sadder-But-Wiser Girl," he unfortunately succumbs to Marian's charms and finds himself truly in love for once in his life despite his usual dishonest motives.

As the plot thickens, River City emerges from its cocoon of small town complacency and embraces an exciting, gay, fresh outlook on life it never knew until the arrival of Professor Hill. The climax of The Music Man is reached when Profesor Hill's scheme is exposed by an anvil salesman passing through River City who knew of Hill's illicit tivity in other communities. When #1 learns of his exposure, he considers skipping town, but his love for Marian prevents this and he stays to "face the music.'

Because all musicals have a happy ending, the River City residents forgive the professor mostly on the rather un-believable premise that he has brought a "breath of spring" into their dull, drab lives and is therefore a hero although a

COMING YOUR WAY

WEB OF EVIDENCE, mystery, Van John-

WEB OF EVIDENCE, mystery, Van Johnson, Vera Miles. (AA)
ONCE MORE WITH FEELING, comedy, Yul Brynner, Kay Kendall. (COL)
OUR MAN IN HAVANA, comedy, Alec Guinness, Maureen O'Hara. (COL)
THE WRECK OF THE MARY DEARE, drama, Gary Cooper, Charlton Heston. (MGM) BELLS ARE RINGING, musical comedy, Judy Holliday, Dean Martin. (MGM)
LI'L ABNER, musical comedy, Peter Palmer, Leslie Parrish, Stubby Kay, Julie Newmar. (PAR)
THE ALASKANS. outdoor drama John

(PAR)
THE ALASKANS, outdoor drama, John
Wayne, Robert Mitchum. (20TH-FOX)
HAPPY ANNIVERSARY, comedy, David
Niven, Mitzi Gaynor. (UA)
ON THE BEACH, drama, Gregory Peck,
Ava Gardner, Fred Astaire, Anthony Perkins
(UA)
THE AUX

THE MIRACLE, drama, Carroll Baker, Roger Moore. (WAR)

somewhat tarnished one. But The Music Man is meant to be fun, and the audience finds it hard not to go along with the idea. We foresee Professor Hill marrying Marian the librarian and steering a straighter course in the future.

The entire production moves along at an almost breathless pace and is imbued with a breezy, robust quality which is very appealing. The Music Man is populated with many sharply drawn characters in such personages as the town's silver-tongued Mayor Shinn; his imbecile of a wife, Zaneeta; Mrs. Paroo, the husband-seeking mother of Marian; and little 12-year old Winthrop Paroo, who lisps on occasion. No few characters have a laugh in every line.

The spirited, brassy marches, alternated with novelty tunes, barbershop quartets, and romantic ballads make The Music Man a unique show among Broad-

way musical comedies.

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Every high school in the nation should be anxious to stage The Music Man when amateur rights are released. It's as vigorous and fun-filled as a Fourth of July celebration and as American as the proverbial "hot dog."

In the title role of Professor Harold Hill is former film star Robert Preston who, prior to The Music Man had never sung or danced professionally or appeared in a musical comedy before. Known for his heavy character roles in such movies as Reap the Wild Wind, Tulsa, and The Last Frontier, Preston somewhat stunned the entertainment world when they learned he was to star in a Broadway musical comedy. After running two years in The Music Man, Preston's versatility is not disputed.



Berkeley Square, Troupe 1174, Highland High School, Albuquerque, New Mexico, Anne Shannon, Sponsor

1959 — REGIONAL CONFERENCES — 1960

| 1737 - KE | SIGNAL CONTENENCES - 1900 |
|--------------------------|--|
| ALABAMA | Shades Valley High School, Birmingham, Dorethy Walker, Sponsor, Troupe 398, Program Chairman; Florence Pass, State Director and Sponsor, Troupe 258, Ensley High School, Birmingham, Novem- ber 20, 21. |
| FLORIDA (Central) | Chamberlain High School, Tampa, Winifred Lively, Sponsor, Troupe 165, Program Chairman; Paul Fague, Central Florida Regional Director and Sponsor, Troupe 177, Wm. R. Boone High School, Orlando, February 27. |
| FLORIDA (Northern) | Roosevelt Hotel, Jacksonville, Ardath E. Pierce, Regional Director and Sponsor, Troupe 942, Dun- can E. Fletcher High School, Jacksonville Beach, February 26, 27. |
| GEORGIA | University of Georgia, Athens, Mrs. John Seanor, Regional Director and Sponsor, Troupe 90, Fitz- gerald High School, Fitzgerald, February 19, 20. |
| (Northern) | Oak Lawn Community High School, Oak Lawn, William Tucker, Sponsor, Troupe 1970, Program Chairman; Robert J. Phillips, Northeastern Illinois Regional Director and Sponsor, Troupe 18, Thornton Fractional Twp. High School, So. Lansing, January 16. |
| (Eastern) | Port Jefferson High School, Port Jefferson, Charles L. Jones, Regional Director and Sponsor, Troupe 861, May 14. |
| (Northeast) | . Washington High School, Massilon, Robert C. Pfendler, Sponsor, Troupe 178, Program Chairman; Florence E. Hill, State Director and Sponsor, Troupe 66, Lehman High School, Canton, November 7. |
| (Southwest) | Mariemont High School, Cincinnati, Mildred D. Davis, Sponsor, Troupe 1189, Program Chairman; Florence E. Hill, State Director and Sponsor, Troupe 66, Lehman High School, Canton, November 7. |
| OKLAHOMA | Enid High School, Enid, Mrs. Delyte Poindexter, Sponsor, Troupe 1263, Program Chairman; May- belle Conger, Regional Director and Sponsor, Troupe 822, Central High School, Oklahoma City, March 12. |
| OREGON | . University of Portland, Portland, Melba Day Sparks, Regional Director and Sponsor, Troupe 124, Jefferson High School, Portland, January 28-30. |
| PENNSYLVANIA . (Western) | Mt. Lebanon Sr. High School, Pittsburgh, Julian T. Myers, Sponsor, Troupe 1603, Program Chairman; Jean Donahey, Western Pennsylvania Regional Director and Sponsor, Troupe 187, Brashear Jt. Sr. High School, Brownsville, April 30. |



Teahouse of the August Moon, Troupe 824, Bakersfield, Calif., High School, Theora Bartholomew, Director



Who Killed Robin Hood?, Troupe 1130, Stuart, Iowa, High School, Mary Gunnett, Sponsor

HARVEY

Wheatland, Wyoming, High School

PRODUCING Harvey, a Pulitzer Prize winning play by Mary Chase, provided not only a challenge to the cast and director, but also afforded the audience with an evening of top-notch entertainment. This play proved to be just what we were looking for because it was a hilarious comedy bordering on fantasy.

The play tells the story of an eccentric man, Elwood P. Dowd, whose friend is a six and a half foot rabbit. Actually Elwood has done nothing more harmful than to make friends with everyone including the rabbit, but his sister Veta is annoyed with the nuisance and thus she decides to have Elwood committed to an institution. The hilarious complications follow when she is held for treatment by a confused psychiatrist after she has admitted, in a moment of frenzy, that she thinks she has seen the rabbit.

Casting parts is an important phase to the staging of this play. The part of Elwood P. Dowd must be given to someone who can introduce the rabbit and make him take on the proportions of a personality. The illusion must be created and maintained not only by Elwood but by the combined efforts of the entire cast from the moment the curtain rises until it falls.

The technical aspects of this play were many. The play has two sets, the Simmon's library and the waiting room of Chumley's Sanitarium. We made the library a permanent set to permit the changing of scenes quickly. Because of limited stage facilities, instead of making the sanitarium set of flats, we had to hang a cyclorama setting inside the library scene. The curtain could then be pulled quickly up for a change from the sanitarium waiting room to the library and could just as easily be let down.

Most of the living room furniture could be hidden behind the curtain and therefore entailed little moving of furniture and saved much time. We enlisted the efforts of the shop class to make four doors to be used in the waiting room scenes. With this added touch, it was hardly noticeable that the setting for the waiting room was actually made of cur-

tains. After careful planning and timing our stage crew made the scene shifts in three minutes!

Harvey can be done in such a way that the audience will be infected to the point of realism and may on their way home encounter the mammoth rabbit walking beside them!

> JOHN W. WASSERBURGER Sponsor, Troupe 1300

WHO KILLED ROBIN HOOD?

Stuart, Iowa, High School

THE scene of the play, Who Killed Robin Hood?, is a courtroom in which a young night club singer is on trial, accused of pushing her friend and benefactor, a stockmarket plunger called Robin Hood, to his death from the balcony of his penthouse. The play is divided into three acts, each representing one of the final days of the trial during which a variety of witnesses are called to testify. The play was written as a vehicle for members of the speech class,



minor parts being taken by students chosen from study hall.

Only the courtroom personnel were required for all three acts; witnesses could be called in as needed. Therefore rehearsals could be conducted during speech class, and only a few evening rehearsals were required. The audience represented the courtroom and steps led to the stage on which the court, witnesses, and jury were seated.

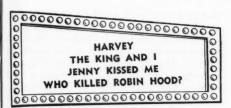
We used a prologue before each act with actors forming a part of the audience and giving their opinions about the progress of the trial as they hurried to find seats in the "courtroom." The play would permit many changes in the type of witnesses introduced. We inserted an Irish elevator boy, an Italian cook determined to show off her abilities as a singer, rival night club artists, and a bookie, who was well acquainted with the court personnel, for comedy relief.

In the first scene of the third act the lawyers sum up their cases, and the judge charges the jury. In the second scene the jury brings in the verdict, interrupted by the sudden appearance of Robin Hood himself. He had gone west the night his servant had fallen from the balcony after trying to rob the safe and had been mistaken for Robin Hood, who comes back to clear Lorraine Loring.

MARY GUNNETT Sponsor, Troupe 1130



Jenny Kissed Me, Troupe 1249, Warren Harding Sr. High School, Warren, Ohio, Kathleen Kelly, Sponsor



THE KING AND I Ashland, Ohio, High School

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THE Rogers and Hammerstein musi-cal, The King and I, is one of the most challenging productions for high school players. Nevertheless with the cooperation of the entire company of 200 both on stage and off, *The King and* I was immensely successful at Ashland High School, the first high school to attempt it.

This is the heart-warming story of a young English widow who has been brought to Siam in order to impart Western culture to the king's court. She manages to educate not only the king's numerous wives and his even more numerous children, but the king himself, a stubborn, half-tyrannical, half-childish, but surprisingly charming and always fascinating individual.

The part of the king is most difficult and challenges any high school boy with its Siamese dialect and changeable emotions. The other parts are also difficult, but time and concentrated effort will achieve the necessary effect.

The Ashland cast rented elaborate costumes from Philadelphia, but much of the scenery was constructed by the students themselves.

One of the many fascinating scenes in The King and I is the ballet scene which is the Siamese version of "Uncle Tom's Cabin." With the tireless efforts of the choreographer and music director, the scene was made both beautiful and humorous.



Troupe 1300, Wheatland, Wyo., High School, John Wasserburger, Sponsor

Another point of interest which requires patience and understanding in directing is the group of nearly twenty children of the king's wives. Careful direction is needed to keep the scenestealing youngsters from stealing the wrong scenes.

Despite the difficulties involved, The King and I is one of the most rewarding experiences for the participating stu-dents. The tireless efforts of the Ashland cast were rewarded by the high praises of all who saw the play. College dra-matics groups and directors, city dramatic critics and interested individuals from a wide area were among the 4,000 who witnessed the three performances.

> MARILYN LEED Scribe, Troupe 29

JENNY KISSED ME Harding Sr. High School, Warren, Ohio

ENNY Kissed Me, a play in the Peg O' My Heart tradition, is the answer to that often-confronted dilemma of the high school dramatics director: the search for a script that makes few demands of cast or stage crew, yet provides a good device for teaching principles of drama and an evening's entertainment for the audience. Even though the Warren G. Harding Dramatics Club often tries a more difficult type of play, we found a surprisingly good response from both cast and audience with Jenny Kissed Me. TV's Matinee Theater called the play to our attention again while we were in a "hassle" over a choice of play, and "Ienny" was the compromise "dark was the compromise horse.

Briefly, the plot begins with the arrival of Jenny in the household of the Parish priest, Father Moynihan, and continues with her thwarting his efforts to get her out of the house by marrying her to the man who is definitely not her choice. Father Moynihan does not un-derstand the "bobby-sox generation" or Jenny, the old-fashioned maiden with an intellectual penchant. How Jenny ma-neuvers her own romance is the crux of the plot. While the characters verge on the stereotype, there are possibilities of using ingenuity in expanding characterization, adopting distinguishing mannerisms, and adding clever stage business to give breadth and depth to the script.

Although the play is not one of the classics of the theater, it is wholesome, amusing, and entertaining. It is very satisfactory for the period that comes occasionally to even the most ambitious dramatics organization - that * occasion when it is wiser to do well the "nice little play" rather than "fall flat on the face" with a more demanding vehicle.

KATHLEEN E. KELLY Sponsor, Troupe 1249

PUBLISHERS

Jenny Kissed Me, Harvey, Dramatists Play Service, New York City The King and I, Rodgers and Hammerstein Musical Plays, New York City



The King and I, Troupe 29, Ashland, Ohio, High School, William Mast, Director, Louis E. Peter, Conductor

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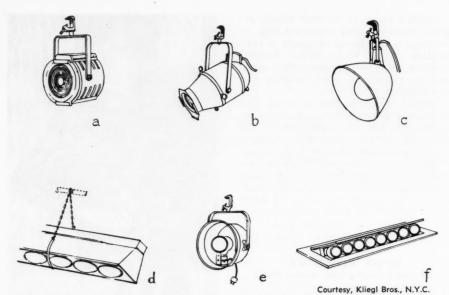
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Lean C. Miller, Editor, and Managing Editor.

Leon C. Miller, Editor and Managing Editor.

Sworn to and subscribed before me this 25th day of September, 1959. (Seal) E. Michael Reitman, Jr. (My commission expires November 12, 1961.)

CS



Lighting fixtures and their wattages for school theater purposes are as follows: (a) Fresnellens spotlight, 500-1000; (b) Ellipsoidal-reflector spotlight, 500-1000 but 2000-3000 when used as follow spotlight; (c) Ellipsoidal-reflector floodlight, 500-1000; (d) Striplight, 100-150-200 watt lamps spaced on 6"-8" centers; (e) Parabolic-reflector floodlight, 1000-2000; (f) Footlight (disappearing type), 60-75-100 watt lamps spaced on 4"-6"

LIGHTING FIXTURES

(Continued from Page 14)

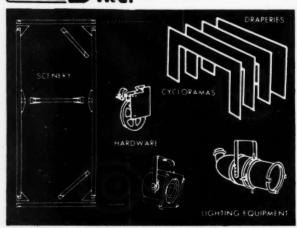
an overall wash of color on the stage setting. The parabolic-reflector floodlight yields a very intense narrow beam of illumination, and hence it is useful for achieving strong backlighting or downlighting effects, and sunlight and moon-light effects.

Striplights, include borderlights and footlights. These units are normally arranged in three color circuits and are used for blending the lighting of the various stage areas and for achieving an

overall color tonality on the acting areas and setting. The footlights have some further application in providing an uplight to reduce shadows under the actor's eyes, nose and chin. However, for this purpose the footlights must be used sparingly. The footlights may also be used for lighting of the front curtain.

Special effects equipments include projection devices of all kinds. The two types which find the most use on the stage are the shadow projectors, often called *Linnebach* or *direct beam*, and the *lens-type projectors*. The former con-

verything for the



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sist of a concentrated filament lamp in a black box, with the front of the box having a large aperture. A cutout, shadow, or colored slide is placed in the aperture and is directly projected onto a scenic surface. The lens type of projector utilizes a film slide, and may be directly related to the ordinary classroom slide projector, except that a special apparatus is used so that the projected image will be as large and brilliant as possible.

It may be seen then, in conclusion, that the basic types of stage lighting fixtures are limited to a rather few types. Each of them has its own individual optical characteristics resulting in a different quality of light produced. In succeeding articles we will explore the use of these fixture types in lighting layouts and in the production of specific scenes from plays.

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POPULAR ARTS

(Continued from Page 13)

eventual recognition and the praise that made immortality real for Bach, Melville, Keats, and Rembrandt (who were largely ignored in their own time).

In order to stimulate full enjoyment almost immediately, the Popular Arts must communicate with their large audience clearly and quickly. To accomplish this, they observe these characteristics:

Subject matter is simplified. 2. A stress is placed on what is familiar to the audience.

3. Accepted or successful methods are re-used in preference to development of new or original methods.

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4. The products are usually sold to the public via the identification appeal of favorite public personalities or stars.

With the exception of the theater, these characteristics will never be found together in any outstanding example of the Fine Arts. On the other hand, all four characteristics may be found in any excellent Popular Arts product.

The theater is an exception because it stands between the Popular Arts and the Fine Arts, being partly one and partly the other and subject to the demands of both, despite the fusty claims of some serious and impressive personages who would lead us to think it is subject only to the demands of the Fine Arts. As a result the finest achievements of the Popular Arts of all ages usually work their way onto the stages of their age.

That a Popular Arts product may have one or more of the four characteristics does not necessarily mean that it is inartistic, however. Nor does a serious worker in the Fine Arts necessarily create a great work of art by carefully

avoiding those four characteristics.

The odd thing which provides a common denominator for all forms of entertainment is that the popular artist can create a terrific success which is eventually considered great and significant art, while the serious artist can strive to achieve the artistic but fail utterly to create either quality or popularity. Many popular artists will even deny they try to achieve art when they do; their selfconsciousness, or lack of it, has little to do with it.

The measurement of quality in all entertainment is the law of the Fine Arts: complete expression of an idea or feeling through the art medium used.

Some of the greatest creative geniuses of our civilization were popular artists in their own time, whose later eminence was established through recognition of the quality of their work. Everyone in the time of Homer and Shakespeare considered them as being mainly popular artists, for instance.

Discriminating people of every age tend to dismiss popular entertainment as unworthy of serious attention. This is to forget the transformation from Popular Art to Fine Art which happened for the works of Homer, Shakespeare, and many others. For the same sort of transformations are still happening today.

One of the clearest instances of this is the remarkable musical drama, Porgy and Bess. Although some critics carp at the Gershwins' great creation for one



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reason or another, it retains the unmistakable virtues of one of the most exalted works in modern drama.

Another transformation of Popular Art into Fine Art today is in jazz music. Although once considered a somewhat disreputable jingling and jangling by untaught musicians, it is now being established that jazz music may very well be our era's contribution to the "classical" music of the future!

The most prolific producers of Popular Art today are the dominant Mass Media: motion pictures and broadcasting. Is it too much to say that certain films and television productions will one day be ranked alongside Shakespeare, Sophocles, and Moliere?

It is not. As a matter of fact, we may even say it is bound to happen! These media deserve more careful consideration than they are usually given. The methods and principles followed by their producers and the criteria of excellence that may be established in them should be more widely appreciated and recognized, if only because an informed audience will demand and get better entertainment.

The fundamental principles of dramatic form should make a good introduction to detailed study of major entertainment media, since we have said the finest achievements of Popular Art usually appear in an era's dramatic forms.



Learning about television in the studios is a young student of Professor Hobgood's, Karl Rimer. Karl is here shown in his visit to the video control center of WBTV in Charlotte, N. C., where Technician Jim Davis explains by demonstration. Following the idea that real appreciation of entertainment is based on performance knowledge of methods used, at fourteen Karl had acted in all dramatic media and visited behind-the-scenes in Hollywood and New York production centers as well as those near his home in Salisbury, N. C.

ICS





These principles may be summed up thus:

The Principle of Contrast. In any dramatic presentation there must be an attractive range of variety in the elements which make up the whole, because the sustained attention spectators must give to a continuous show can be stimulated only by the interest contrasts provide. Variety in actions to be played and ideas to be stated should be in the script; there should be contrasts among the performers themselves, based on the script's demands; and the performance should move with changes in pace, visual values, and emphasis. A most familiar example of this principle is the presence of conflict in the plot of a drama, the conflict being the most obvious expression of the basic contrasts presented.

The Principle of Action. The primary appeal of drama is our foreknowledge that something is going to happen. We know this before seeing it, but we don't know what it will be, how or when it may happen - and this uncertainty as the drama unfolds keeps us watching until the end. This appeal must be satisfied. The first part and much of the rest of a drama establishes the action (what is going to happen), weaving the fabric of conviction and increasing the sense of destined events. But the most important parts of the drama are the major action events themselves, which are the pay-off for this preparation. The immediacy of these events when they are played out for us, or our visualization of them in reading B a drama, is what makes drama different C and often more exciting than other forms 383 of narration. This is also what makes a 384 drama and a story two different things, 385 for a drama must have important actions 388 of one kind or another while action may not be at all important in a story.

The Principle of Unity. Unlike other types of narration, a fine drama does not have elements (such as descriptions) which do not contribute vitally to the establishing or playing of the action. Every ingredient must contribute directly or indirectly to the progress of the action and plot design, so that if any episode or key element were removed the drama would seem incomplete to the discriminating spectator. Moreover, we expect the best drama to have a definite beginning, middle, and end, or we will consider it an unsatisfying scheme of action. Traditionally the ending is said to be most important, which means the action should be so distinctly concluded that the audience is certain nothing of further significance could happen in the situation.

The methods and criteria of excellence for drama differ in each media which presents it. What is excellent on TV may be poor in movies, and vice versa. Still it must be emphasized that the three ruling principles of drama must be observed in order to achieve lasting quality—the quality of the finest art—in any dramatic presentation.

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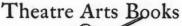
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| 1233 Marilyn Melnick |
| 1234 Bill Smalley |
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Jack Land

Jim Hutchison

Rae Snead

1236 Joani Toban

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1315 Marilyn Monson 1318 John Wells Christian West 1319 Helen Rose Schmid 1320 Litsa Georgiou 1321 Olaf Howard Monte Murphy Jackie Conner 1322 1324 James Thomson 1327 Nancy Ryan Judy Kohlmann 1328 1331 Donna Wilt 1333 Elaine Hanson 1334 Vicki Williams 1335 Steve Brooks LeGrand Nielson

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Valrie Hill Dan Ringler 1347 Ariane Barnes 1348 Janet Ingersoll Wendelyn Bentson 1349 Ludmila Weir **Bob Irvin** 1350 Geraldine B. Miller 1351 Joy Monley 1353 Linda Krueger Mary Hauetter 1354 Connie Jo Rock 1355 Ronald Coleman 1356 Madelyn Enders 1357 Tommy Scott 1361 Karl D. Stein Sandra Ramsay 1362 Billie Wright 1364 Dixie Huston Linda Olson 1366 Sara Westerfield 1367 Patricia Cassell 1368 Ed Barrow 1369 Lynne Jacques Kathryn Nyman Davene King Louis Mitsis 1371 1372 Rhea Guder 1373 Buford Euell 1374 Rachel Munson 1375 Brenda Lantow 1378 James Rieser Pat Cranfill Patton 1379 Gerald Daniel Idella Gaston 1381 Gail DeBruler 1383 Bob Agrella 1385 Cecily Isbell 1386 Paula Tudor

1387 Carolyn Wentz 1388 Craig Hutchison Donna Harrison Larry Crawford Melody Ann Trot 1392 Susan Schwartzkopf Tommy Collins 1433 Ron Dunn 1397 Judith Lantz 1434 Judy Cole 1399 Elsa Wennberg Barbara Anthony 1400 Mary Harned 1440 Ruth Ing
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Darlene Parrish John Bouillet 1443 Ann Edwards James Sherron 1404 Judy Lull 1405 Lynn Preston 1407 David Laughlin David Houyer 1408 **Dolores Lindsay** Jimene Size Robert Youngman 1449 Kyle Smith 1410 Conky Spetrino Karen Linkletter Michael Holmberg 1454 John Doyle Janice Schmuck 1414 Patricia Huffman 1415 Judy Goss 1416 Michael Haines 1416 Michael Haines 1417 Betty Becker 1418 Louis Wooding Martha Ann King 1419 Bobbie Ann Darter 1462 Jack Garrett 1421 Ann Petty 1424 Carl Deese 1425 Ron Ranson Barbara Thornley Pat Lange

1428 Sally Fulkerson

1429 Duane McNair

1430 Janice Sanders Corinne Vorland 1467 Kent Taylor 1469 Duane Tackitt Pat Woodruff Reuben Flatt 1472 Gilbert Albelo
Beverly McMaster
1474 Janet Thorburn
Kennard Lawrence 1431 Nancy Mustard Edith Ann Akers 1432 Sharon Cowles 1477 Billy Jenkins Betty Jo Seegraves Shirley Moore Robert Chambers 1481 Irene Shepherd 1483 Janice Cook Cathy Hurst Billy Cooper
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Basil Wolfe, Jr.
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1950 Jackie Pennington 1951 Julia Place

1954 Iim Shearwood Marcia Maas 1955 1956 John Moorhead

1960 Larry Wolfe 1964 Robbin Soden

1973 Jeanne Palmquist 1974 Ada ZirJacks

1976 Betty Sasser 1978 Janice Feis Mike Valliant

1987 Marty Yoskowski

1749 Truman Conley Sandra Fletcher



THE DEATH OF THE HIRED MAN by Jay R. Gould from the poem by Robert Frost. Drama; Dramatic Pub. Co.; 2M, 2W. Scene: New England farmhouse porch. Royalty: \$10 or \$5.

Frost's emotionally moving poem is brought to full realization in this tender and under-played dramatization. The old wandering hired man returns to his former employer, whom he deserted at a time of crisis several years before. and the employer refuses to hire him back. His

sympathetic wife, however, realizes that the old man has come "home" to them, the only place he ever felt was his home, to die. When he does, the man and his wife are drawn tone does, the man and his white are drawn to-gether at the sad thought of his loneliness. A very sensitive and effective rendition that easily lives up to the source that inspired it. COMEDY OF ROSES by Mannie Manheim. Comedy; French; 7M, 6W. Scene: a court-room. Royality: \$10.

When a young man is brought into court

for wrecking one of the floats and fouling up the Tournament of Roses parade in Pasadena, he fights his own case, proves that the floatcar brakes were faulty, makes the star witness against him admit she loves him, and ends up with her consent to marry him as soon as they can get a license. This is not exactly tense courtroom drama, but it is fun; and some interesting characters are involved in froth.

ROMEO AND JULIA by Don Lathrop.
Comedy; Baker; 2M, 4W. Scene: a living room. Royalty: \$5.
Joe's admiration for Julia becomes a prob-

lem when the family misinterprets his tures and thinks they are meant for Julia's older sister, who has just broken up with her boy friend and is looking for a substitute. Through the help of a younger sister, Julia's claim is finally staked, and the family settled down to what promises to be a long and eventdown to what promises to be a long and event-ful courtship. Pretty believable teen-agers. THE INFORMER by John McGreevey, from the book by Liam O'Flaherty. Melodrama; Dramatic Pub. Co.; 5M, 3W. Scene: A

Dublin kitchen. Royalty: \$10. and \$5. The famous book and movie are successfully echoed in this telescoped one-act version. The perturbed, penniless Irish patriot, who has been outlawed by his own band of resistance fighters against England, informs on his best friend for twenty pounds. He can-not refrain from going to see the mother of the betrayed man, now executed by the English, and thus directs suspicion to himself. When his former fellows-in-arms investigate Mortally wounded by one of them chosen to kill him, he returns to his friend's house and asks forgiveness of the grieving mother. A strong taut play whose dramatic effect mounts to an overwhelming climax. Irish dialect necessary

THE GUARDIAN by Frances B. O'Brien.
Religious drama; French; 3M, 3W, extras,
and choir. Scene: multiple set with several simple locales suggested by a few furniture

simple locales suggested by a few furniture pieces. Royalty: \$5.

One of the strongest and most unusual Christmas plays to appear recently, this one explores the character of Joseph when he is faced with the responsibility of being the guardian of the Son of God. The lines are direct powerful lines in modern everyday speech avoiding the typical attempt at Biblical speech and platitudes with which well-meaning religious plays are so often smothered. The plot is not mere history so much as it is character revelation, with its emurch sit is character revelation. much as it is character revelation, with its em-

phasis on the turbulent thoughts of Joseph when he first thinks Mary has betrayed him and then when he finds out the true situation. The dialogue has a spare, realistic touch that makes this a real challenge to any group interested in religious drama. Setting could be very simple and minimum, though spot light-

ing is pretty necessary.

THE DROP OF A HAT by Dick Berg.

Drama; Dramatists Play Service; 9W and optional extras. Scene: multiple set of three

offices. Royalty: \$25.
Another fugitive from a successful hour Another rugitive from a successful hour on TV, this story vivisects a group of ambitious ruthless females who run a fashion magazine with all the honor and compassion of a Stalin and a Hitler combined. The inner-circle jealousies, hatreds, and deceptions are laid bare as the women struggle to advance to high positions – symbolized by the right to wear hats in the office. When the enervated editor is frightened by the sudden appearance of the owner, she turns in desperation to the managing editor for the support in maintaining her post; but her supposed friend and ally neatly pulls the rug out from under her and secures the job for herself, leaving the discarded editor to a possible reconcilation with the husband who walked out on her because her job was too demanding and injurious to their marriage. But the ironic ending – very suggestive of the film, All about Eve – shows the old cycle repeating itself: just as the new editor has now betrayed the old editor who once helped her get a start, so now the young secretary who has helped the new editor complete her present coup re-veals that she too has her eye on the editor's chair! Excellent characterization and a fine sense of tension and bustle provide a nerve-wracking picture of the cut-throat kind of competition in some modern American busi-

TOMORROW IS CHRISTMAS by Mildred Hark and Noel McQueen. Comedy; Baker; 4M, 4W, 4C. Scene: living room. Royalty:

on application.

A secular comedy that also manages to focus attention upon the spirit of Christmas, this play might serve those groups who wish to commemorate the season but do not wish to do a religious play. The family encounter complications galore when they prepare to go to Grandpa's for Christmas: too many presents to transport easily, an impending snowstorm, broken engagements with the young people's special friends at home, and so on. When the grandparents arrive to spend Christmas with them instead, the complications are easily overcome and the pleasures of the season are unimpaired.
THE LEADER OF THE PEOPLE by Luella

McMahon, from the story by John Steinbeck. Drama; Dramatic Pub. Co.; 3M, 2W, 1 boy. Scene: a California ranch kitchen. Royalty: \$10 and \$5.

A young boy's grandfather, who once lead the settlers in the days of the exploring and winning of the west, finds himself in the pitiful position of living in the past and boring every-one in the present with his tales of old glories everyone, that is, but his young grandson, who is thrilled with visions of the Indian adventures. But even the boy is finally disillusioned by his contemptuous family and loses his zest for pioneering. The old man is left alone with his dreams and the realization that there is "no place left to go." A gentle mood there is "no place left to go." A gentle mood piece that has a fragile dramatic effect arising from good character drawing rather than acSMOKESCREEN by Robert Kasper. Meh drama; Dramatic Pub. Co.; 2M, 1W Scene: living room. Royalty: \$10 or \$

This is a high-strung piece that could easi be overplayed and ruined in the process; by done with an inner intensity rather than outer flamboyance, it could be a tense mel drama of real impact. A young girl of dubion reputation is coerced by police into tryin to frame a dope addict for the murder of man she once knew. In the process she reve her own knowledge of the murder, there incriminating herself; and the dope additional and the dope add turns out to be a member of the police de partment who has used this device to transpartment who has used to transpartment with the polarice to very rewarding ones for advanced amateur

HOW TO CAPTURE AND KEEP A HUS OW 10 CAPTURE AND KEEP A HUS BAND by Conrad Seiler. Farce; Frend 3 M, 4 W. Scene: any stage, with a fer pieces of furniture. Royalty: \$10. A woman lecturer explains to the audience

A woman lecturer explains to the audience the proper female stratagems to attract, snar and hold a husband. Her demonstrators at out her suggestions of what and what not do, but in the end the actors are perhaps to enthusiastic and take to living their roles a fully that they bring a quick and surprising the strategy of the strategy fully that they bring a quick and surprisisend to the lecture. More a stunt than a plabut a useful script for certain types of productions of the production grams, such as assemblies or variety shows. BEST SHORT PLAYS OF 1957-1958, edite

by Margaret Mayorga. 1958, Beacon Pres 316 PP. This is the most recent annual volume

this series, and, though there are perhapered than usual, there are several scrip adaptable to production by amateurs. Production rights to the best of them, who duction rights to the best of them, who descriptions follow, may be secured by writing the editor, Beacon Press, 25 Beacon St Boston 8.

THE SOUND OF APPLES by Stanley Youn Comedy-drama; 6M, 3W, extras; Scene: clearing in the woods. Early 19th centure

costumes

Johnny Appleseed is being tried by the ci cuit-riding judge for planting appletrees a farmer's land without permission. Squ Trumbull (and the spectators) decides the Johnny is an asset to the territory rather than a nuisance and acquits the culprits that he may continue his missions of good Poetic dialogue, done in a fluid, easily redered style with flavorable regional idiom and humor.

THE GOLDEN AXE by Ralph Scholl. Fol comedy; 2M, 1W; Scene: a farm house the Missouri Ozarks.

A youngish bachelor who loves nature general but sunsets in particular decides must cut down the offending billboard the road opposite his cabin. The widow the road opposite his cabin. The widow has been half-heartedly courting proves mercenary in the consequences that follo and the independent fellow sends her packing

THE RED AND YELLOW ARK by Edwa Devany. Drama; 3M, 1W, 2 boys, option extras; Scene: a field, later set with circ

equipment.

This is a rather unusual play in that it ca for a cast of negro actors and a two-head woman (one head is false, naturally). four poignant scenes is told the story of Aust Henry who thinks too much of his kite, a g from his dead mother, until it brings abo the death of a circus roustabout who befrien

TURN OF THE CENTURY by A. R. Gurne Jr. Drama; 4M, 6W; Scene: a Victori

living room.

An old woman, once wealthy but now, u known to her, supported by her four so insists in living in the gracious but expensive of her youth, much to the disgust one of her daughters-in-law who, however, finelly hereacht finally brought to see the necessity of p serving the old woman's illusions.

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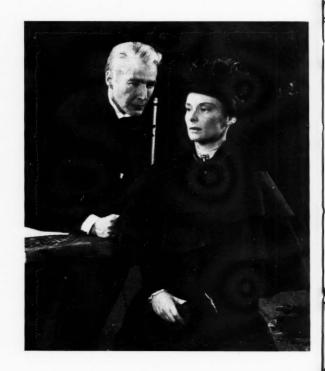
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